



	<b>If you are asked to explain the difference between goals and objectives...</b>
	<b>Objectives</b> <ul style="list-style-type: none"> <li>– highly <u>specific</u>, <u>measurable</u> statements indicating the behavior expected of a student at the end of an instructional period.</li> <li>– Action verbs are used because they are measurable.</li> <li>– Example: The student will <i>list</i> the 50 states of the United States.</li> </ul>

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	<b>Writing Learning Goals/Objectives</b>
	<ul style="list-style-type: none"> <li>■ Learning goals/objectives indicate the intent, end result, or competency desired in a student at the end of an instructional period.</li> <li>■ Must be written in terms of <u>student</u> behavior.</li> <li>■ Must be written as clearly as possible so there's no doubt what the lesson's goal is.</li> </ul>

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	<b>Parts of Learning Goal/Objective</b>
	<ul style="list-style-type: none"> <li>■ <u>Learner</u>: state as specifically as possible who the student is.</li> <li>■ <u>Observable student behavior</u> – action verb specifying the learning outcome</li> <li>■ <u>Criterion/Criteria</u> - level of proficiency to be performed as indicative of "mastery" of the behavior.</li> </ul>




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	<b>Learners</b>
	<p>Examples of learners:</p> <p><i>5<sup>th</sup> grade science students</i>  <i>6<sup>th</sup> grade geography students</i>  <i>High school biology students</i>  <i>High school Algebra I students</i>  <i>Ninth grade English I students</i></p>

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	<b>Observable Student Behavior</b>
	<ul style="list-style-type: none"> <li>■ Behavior has to be written in observable/measurable terms, using <u>action</u> verbs. Do NOT use verbs such as <i>understand</i>, <i>know</i>, or <i>comprehend</i>.</li> <li>■ Refer to the list of verbs in the handout about the cognitive taxonomies.</li> <li>■ If two or more evaluators observed a student's performance, would they agree that he/she had demonstrated the learning outcome?</li> </ul>

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	<b>Observable Student Behavior</b>
	<p>Ninth grade English students will <u>correctly identify</u> all <u>five parts of an essay</u>.</p> 

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	<b>Stating Criterion Levels</b>
	<p>Criterion level of acceptable performance specifies the level of achievement expected of the student to indicate "mastery" of the instructional objective.</p> <p>Ninth grade English I students will correctly identify <u>all</u> five parts of an essay.</p>

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	<b>Stating Criterion Levels</b>
	<p>Criterion levels can be stated many different ways:</p> <ul style="list-style-type: none"> <li>■ Number of items correct</li> <li>■ Percentage of items answered correctly</li> <li>■ Completion within certain time limit</li> <li>■ Completion within certain degree of accuracy</li> <li>■ Inclusion of essential features</li> </ul> 

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	<b>In summary....</b>
	<p>Learning goals/objectives consist of the following components:</p> <ul style="list-style-type: none"> <li>■Learner</li> <li>■Observable student behavior</li> <li>■Criteria/criterion</li> </ul>

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	<b>Examples of a Learning Goal/Objective</b>
	<p>Spanish I students will use correct subject-verb agreement with pairs of subjects and regular -ar verbs in the present tense in written sentences with 90% accuracy.</p> <p>Fifth grade science students will correctly explain all of the steps of the scientific method.</p>

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	<b>Example of a Learning Goal/Objective</b>
	<p>Seventh grade geography students will identify the seven continents on an unlabeled map of the world with 100% accuracy.</p> 

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